

“(6) A measurement of the extent to which specific rigorous diagnostic reading and screening assessment tools assist teachers in identifying specific reading deficiencies.

“(7) A measurement of the extent to which professional development programs implemented by States using funds received under this subpart improve reading instruction.

“(8) A measurement of how well students preparing to enter the teaching profession are prepared to teach the essential components of reading instruction.

“(9) An analysis of changes in students’ interest in reading and time spent reading outside of school.

“(10) Any other analysis or measurement pertinent to this subpart that is determined to be appropriate by the Secretary.

“(d) PROGRAM IMPROVEMENT.—The findings of the evaluation conducted under this section shall be provided to States and local educational agencies on a periodic basis for use in program improvement.

#### “SEC. 1207. NATIONAL ACTIVITIES.

“From funds reserved under section 1203(b)(1)(D), the Secretary may provide technical assistance in achieving the purposes of this subpart to States, local educational agencies, and schools requesting such assistance.

#### “SEC. 1208. INFORMATION DISSEMINATION.

“(a) IN GENERAL.—From funds reserved under section 1203(b)(1)(E), the National Institute for Literacy, in collaboration with the Secretary of Education, the Secretary of Health and Human Services, and the Director of the National Institute for Child Health and Human Development—

“(1) shall disseminate information on scientifically based reading research pertaining to children, youth, and adults;

“(2) shall identify and disseminate information about schools, local educational agencies, and States that effectively developed and implemented classroom reading programs that meet the requirements of this subpart, including those effective States, local educational agencies, and schools identified through the evaluation and peer review provisions of this subpart; and

“(3) shall support the continued identification and dissemination of information on reading programs that contain the essential components of reading instruction as supported by scientifically based reading research, that can lead to improved reading outcomes for children, youth, and adults.

“(b) DISSEMINATION.—

“(1) IN GENERAL.—At a minimum, the National Institute for Literacy shall disseminate such information to—

“(A) recipients of Federal financial assistance under part A of this title, part A of title III, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Education and Family Literacy Act; and

“(B) each Bureau funded school (as defined in section 1141(3) of the Education Amendments of 1978).

“(2) USE OF EXISTING NETWORKS.—In carrying out this section, the National Institute for Literacy shall, to the extent practicable, utilize existing information and dissemination networks developed and maintained through other public and private entities.

#### “SEC. 1209. DEFINITIONS.

“For purposes of this subpart:

“(1) ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDER.—The term ‘eligible professional development provider’ means a provider of professional development in reading instruction to teachers, including special education teachers, that is based on scientifically based reading research.

“(2) ESSENTIAL COMPONENTS OF READING INSTRUCTION.—The term ‘essential components of reading instruction’ means explicit and systematic instruction in—

“(A) phonemic awareness;

“(B) phonics;

“(C) vocabulary development;

“(D) oral reading fluency; and

“(E) reading comprehension strategies.

“(3) INSTRUCTIONAL STAFF.—The term ‘instructional staff’—

“(A) means individuals who have responsibility for teaching children to read; and

“(B) includes principals, teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read.

“(4) READING.—The term ‘reading’ means a complex system of deriving meaning from print that requires all of the following:

“(A) The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.

“(B) The ability to decode unfamiliar words.

“(C) The ability to read fluently.

“(D) Sufficient background information and vocabulary to foster reading comprehension.

“(E) The development of appropriate active strategies to construct meaning from print.

“(F) The development and maintenance of a motivation to read.

“(5) RIGOROUS DIAGNOSTIC READING AND SCREENING ASSESSMENT TOOLS.—The term ‘rigorous diagnostic reading and screening assessment tools’ means assessments that—

“(A) are valid, reliable, and based on scientifically based reading research;

“(B) measure progress in developing phonemic awareness and phonics skills, vocabulary, reading fluency, and reading comprehension;

“(C) identify students who may be at risk for reading failure or who are having difficulty reading; and

“(D) are used to improve instruction.

“(6) SCIENTIFICALLY BASED READING RESEARCH.—The term ‘scientifically based reading research’—

“(A) means the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

“(B) shall include research that—

“(i) employs systematic, empirical methods that draw on observation or experiment;

“(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

“(iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

“(iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

#### “Subpart 2—Early Reading First

#### “SEC. 1221. PURPOSES.

“The purposes of this subpart are as follows:

“(1) To improve prereading skills in children aged 3 through 5, particularly children from low-income families, in high-quality oral language and literature-rich environments.

“(2) To provide professional development for early childhood teachers that prepares them with scientific research-based knowledge of early reading development to assist in developing the children’s—

“(A) automatic recognition of the letters of the alphabet;

“(B) understanding that spoken words are made up of small segments of speech sounds and that certain letters regularly represent such speech sounds;

“(C) spoken vocabulary and oral comprehension abilities; and

“(D) understanding of semiotic concepts.

“(3) To use scientific research-based screening tools or other appropriate measures to determine whether preschool children are developing the skills identified in this section.

“(4) To identify and provide scientific research-based prereading language and literacy activities and instructional materials that can be used to assist in the development of prereading skills in children.

“(5) To integrate such scientific research-based instructional materials and literacy activities with existing programs of preschools, child care agencies, and Head Start centers, and with family literacy services.

#### “SEC. 1222. LOCAL EARLY READING FIRST GRANTS.

“(a) PROGRAM AUTHORIZED.—From amounts appropriated under section 1002(b)(2), the Secretary shall make awards, on a competitive basis and for periods of not more than 5 years, to eligible applicants to enable such applicants to carry out activities that are consistent with the purposes of this subpart.

“(b) DEFINITION OF ELIGIBLE APPLICANT.—In this subpart, the term ‘eligible applicant’ means—

“(1) a local educational agency;

“(2) one or more public or private organizations, acting on behalf of one or more programs that serve children aged 3 through 5 (such as a program at a child care agency or Head Start center or a family literacy program), which organizations shall be located in a community served by a local educational agency; or

“(3) one or more local educational agencies in collaboration with one or more organizations described in paragraph (2).

“(c) APPLICATIONS.—An eligible applicant that desires to receive a grant under this subpart shall submit an application to the Secretary, which shall include a description of—

“(1) the programs to be served by the proposed project, including general demographic and socioeconomic information on the communities in which the proposed project will be administered;

“(2) how the proposed project will enhance the school readiness of children aged 3 through 5 in high-quality oral language and literature-rich environments;

“(3) how the proposed project will provide early childhood teachers with scientific research-based knowledge of early reading development and assist such teachers in developing the children’s prereading skills;

“(4) how the proposed project will provide services and utilize instructional materials that are based on scientifically based reading research on early language acquisition, prereading activities, and the development of spoken vocabulary skills;

“(5) how the proposed project will integrate such instructional materials and literacy activities with existing preschool programs and family literacy services;

“(6) how the proposed project will help staff in the programs to meet the diverse needs of children in the community, including children with limited English proficiency and children with learning disabilities;

“(7) how the proposed project will help children, particularly children experiencing difficulty with spoken language, prereading, and early reading skills, to make the transition from preschool to formal classroom instruction in school;

“(8) how the activities conducted under this subpart will be coordinated with the eligible applicant’s activities under subpart 1, if the applicant has received a subgrant under such subpart, at the kindergarten through third grade levels;

“(9) how the proposed project will evaluate the success of the activities supported under this subpart in enhancing the early language and reading development of children served by the project; and

“(10) such other information as the Secretary may require.

“(d) APPROVAL OF LOCAL APPLICATIONS.—The Secretary shall select applicants for funding under this subpart based on the quality of the applications and the recommendations of the